The Effect of Teacher Performance and Study Motivation on the Learning Outcomes of VII Grade of SMP Negeri 2 Cengal District Ogan Komering Ilir

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ABSTRACT
The article aims to describe the effect of teacher performance and learning motivation on student learning outcomes in class vii junior high school 2 Cengal, Ogan Komering Ilir District. The method used descriptive quantitative. The results of the research conducted state that partially that there is a positive and significant influence on teacher performance on student learning outcomes, as well as learning motivation to participate in a positive and significant influence on student learning outcomes at SMP Negeri 2 Cengal. In the simultaneous testing, it was stated that the teacher performance and motivation jointly provide a positive and significant effect on learning outcomes in the seventh grade students of SMP Negeri 2 Cengal.

Keywords: Teacher Performance, Learning Motivation, Learning Outcomes

1. INTRODUCTION

Education is a strategic means to improve the quality of the Indonesian nation. The opportunity for someone to get education should be able to improve and improve the quality of human resources in this country. For example, being a lecturer and teacher can help Indonesian citizens fulfill their right to education. [1] The regulation regarding the right to education is regulated in the fourth paragraph of the Preamble and Article 31 of the 4th Amendment of the 1945 Constitution. [2] He emphasized that one of the goals of the establishment of the Indonesian State was to educate the nation's life. One way to get education can be done by school. Educational programs in schools currently have started from Early Childhood and Early Childhood Education (PAUD) to higher education levels (PT).

Teachers play a very important role in determining the quality of school graduates. This means that in order to produce quality graduates, teachers with maximum quality and achievement are needed. Meanwhile, teachers with maximum quality and achievement can be obtained if supported by good leadership. The teacher is one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development. Therefore, according to Sardiman that:

"The teacher is one of the elements in the field of education must play an active role and place his position as a professional, in accordance with the demands of an increasingly developing society". [3]

High teacher performance is a manifestation of teacher quality. This is quite important in order to achieve school goals. With high performance means that teachers can function as educators who are effective and effective in accordance with the goals they want to achieve. If the goal of improving the performance of teachers can be fulfilled, the goal of improving the quality of education will be achieved properly.

However, the problem that occurs in schools is the fact that students have the same human resource capabilities, namely low discipline and even low academic ability (Diknas, 2005:). This is evidenced by several indicators:

a) School graduates are less able to compete with school graduates for places in further education institutions.
b) Almost in every competition as an event that measures academic achievement, school students are not registered as the nominees.
c) In addition, the available graduation data and National Final Examination (UAN) scores show

that nationally the learning outcomes of school students are lower than general schools.

The proportion of school students who did not pass the final examination was 7-10%, greater than the proportion of general school students, although the national average score for all subjects was still below 6 in both types of education. This empirical data means that the results of teaching and learning in various fields of study are proven to always be unsatisfactory to various parties (interested *stakeholders*).

Based on the description above, of course it is necessary to make efforts to improve teacher performance so that schools are more able to optimize their educational services to students, meet community expectations, and can keep up with developments in science and technology so that schools become educational institutions that deserve to be taken into account for their quality. Therefore, it requires a teacher to implement teaching and learning activities. Good coordination between students and teachers will support the creation of supportive learning outcomes so that school goals will be achieved properly and get maximum learning outcomes. With regard to the problems raised above, the researcher is interested in conducting further research formulated in the research title "the effect of teacher performance and learning motivation on student learning outcomes in class vii junior high school 2 Cengal, ogan komering ilir district".

The description above provides an explanation that this research was conducted to analyze and describe the effect of teacher performance and learning motivation on student learning outcomes of class VII SMP Negeri 2 Cengal. To support the implementation of this research, other theories are used by researchers such as theories about teacher performance and learning motivation and learning outcomes.

2. METHODS

This research was conducted at SMP Negeri 2 Cengal, Ogan Komering Ilir Regency. The research was carried out starting from July to October 2020. According to Sugiyono the research method is a scientific way to obtain data with specific purposes and uses" [4]. Furthermore, Sukmadinata "the research method is a series of methods or research activities based on the assumptions basic assumptions, philosophical and ideological views, questions and issues at hand. Some researchers call this a *research tradition.*[5]

From these two definitions, it can be seen that the research method used in the implementation of research should have a *research design* specificthat describes the procedures or steps that must be taken, the time for conducting the research, the types and sources of research data and other things considered. necessary in order to optimize the research results obtained.

So it is concluded that the research method is the method used in conducting research to obtain information which is then processed as needed so that certain objectives and uses can be met. Therefore, in the implementation of research, quantitative research methods are methods that are deemed appropriate to be used. As defined by Sugiyono that "quantitative research methods are defined as research methods based on the philosophy of positivism, used to research on a particular population or sample, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/ statistical in nature with purpose to test the hypothesis that has been set "[6]. Therefore, in this study the method used is quantitative research methods. The population in this study was all students of class VII SMPN 2 Cengal as many as 223 while the sample was 70 class VII students.

The research data were obtained through questionnaires and documentation. The data obtained were then analyzed through parametric statistics through simple linear regression and multiple regression or t test and F test

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3. RESULTS AND DISCUSSION

3.1. Hypothesis 1 Testing Hypothesis 1

Referred to in this study is a test for the first hypothesis, which is as follows:

H_1 : H_0 : It is suspected that there is no influence of teacher performance on student learning outcomes at SMP Negeri 2 Cengal

H_a : It is suspected that there is an effect of teacher performance on student learning outcomes at SMP Negeri 2 Cengal.

Testing is carried out with the assistance of the SPSS Version 23 program. The results obtained from testing hypothesis 1 above are as follows:

Table 1 Hypothesis 1 Testing Results "t test"

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	52.243	4.091		12.769,	000
kinerja_guru,		359,060,	585	5.953,	000

a.Dependent Variable: Learning Outcomes of students

Source Data processed (October, 2020)

Table 1 above is the result of testing a simple linear regression, the hypothesis testing partially, namely testing X_1 against Y. Based on the results of the tests that have been carried out, it is known that the t

value for Teacher Performance is 5.953>t_{table}, namely 1.994 which means that the alternative hypothesis (H_a) for testing hypothesis 1 is accepted. Therefore, it is stated that organizational culture has a positive and significant influence on student learning outcomes.

The other proof is also be done by looking at the significance value, namely 0.000 <0.05, which means that the alternative hypothesis (H_a) for H_1 is accepted. To find out the magnitude of the correlation coefficient or the magnitude of the relationship and the determinant coefficient or the amount of teacher performance on learning outcomes, it can be seen in the following table.

Table 2 Correlational Coefficient and Determinant Coefficient of Hypothesis 1 (H_1)
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	, 585[a]	, 343	, 333	4,819

a. Predictors: (Constant), teacher_performance
a. Dependent Variable: Results_belajar
Data Sources Processed (October, 2020)

Table 2 above described that the result of the analysis of the correlation coefficient and determinant variable X_1 against Y. In column R there is a value of 0.585 which means the correlation coefficient or the magnitude of the relationship between teacher performance and learning outcomes of 58.5%, and is included in the strong relationship category. In the R square column, there is a value of 0.343 which means the determinant coefficient or the amount of influence of the Teacher Performance variable on learning outcomes is 34.3%, which means it has an influence.

3.2 Hypothesis 2 Testing Hypothesis 2

The testing in this study is intended to test the following hypotheses:

H_2 : H_0 : It is suspected that there is no influence of Learning Motivation on Science learning outcomes of class VII at SMP Negeri 2 Cengal
H_a : It is suspected that there is an influence of Learning Motivation on learning outcomes IPA Class VII at SMP Negeri 2 Cengal

The results obtained from the hypothesis testing above are as follows:

Table 3 Hypothesis Testing Results 2 "t test"
Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	55.202	3.354		16.461,	000
Motivasi_belajar ,		349,055,	613	6.398,	000

a. Dependent Variable: Hasil_belajar
Source Processed Data (October, 2020)

In the "t" contained in Table 3 above is known to a value of 6.398 which a value$_t$for the variable Motivation. From this value, it is interpreted at the tvalue$_{table}$which is equal to 1.994, which means $t_{arithmetic}$>t_{table}; 6,389> 1,994. Based on this, it is concluded that the alternative hypothesis is accepted, which means that learning motivation has a positive and significant effect on the science learning outcomes of Grade VII students at SMP Negeri 2 Cengal. Confirming these results, it can also be seen that the significance value is 0.000 <0.05, which means that the alternative hypothesis (H_a) is accepted and the statistical hypothesis (H_0) is rejected. To find out the magnitude of the relationship and the influence of the Learning Motivation variable on the VII Grade Science learning outcomes at SMP Negeri 2 Cengal, it can be seen in the following table.

Table 4.
Correlational Coefficient and Determinant Coefficient of Hypothesis 2 (H_2)
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	, 613[a]	, 376	, 367	4,696

a. Predictors: (Constant), Motivation_belajar
b. Dependent Variable: Results_belajar
Processed data sources (October, 2020)

In column R that contained in Table 4, it is known that there is a value of 0.613 which means the correlation coefficient or the magnitude of the relationship between learning motivation and learning outcomes is amounted to 61.3%. The magnitude of the relationship falls into the very close category. In the R square column, there is a value of 0.376 which means the determinant coefficient or the magnitude of the influence of the Learning Motivation variable on learning outcomes is 37.7% which is included in the influential category.

3.3 Hypothesis 3

Testing Hypothesis 3 testing is a simultaneous hypothesis testing or testing together. Intended as testing jointly, namely the independent variables are jointly tested against the dependent variable. The third hypothesis in this study is as follows:

H_3 : H_0 : It is suspected that there is no effect of teacher performance and learning motivation on science learning outcomes for Class VII at SMP Negeri 2 Cengal
H_a : It is suspected that there is an effect of teacher performance and learning motivation on science learning outcomes Class VII at SMP Negeri 2 Cengal.

The results obtained from the test can be seen in the following table.

Table 5 Hypothesis 3 Testing Results "F test"
ANOVAᵃ

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1058.972	2	529.486	26.413,	000ᵇ
Residual	1343.099	67	20.046		
Total	2402.071	69			

a. Dependent Variable: HASIL_BELAJAR
b. Predictors: (Constant), MOTIVASI_BELAJAR, KINERJA_GURU
Data sources were processed (October, 2020)

Simultaneous testing was carried out through the "F" test. In Table 5 above, precisely in column F there is a value of $26.413 > F_{Table}$ of 3.128, which means that there is a positive and significant influence on Teacher Performance and Learning Motivation on Science learning outcomes for Grade VII at SMP Negeri 2 Cengal.

Another test to emphasize can be seen from the significance value obtained, namely $0.000 < 0.05$, which means the alternative hypothesis (H_a) is accepted and the statistical hypothesis (H_0) is rejected. The magnitude of the influence of the two independent variables on the dependent variable can be seen in the following table.

Table 6.
Correlational Coefficient and Determinant
Coefficient of Hypothesis 3 (H_3)
Model Summaryᵇ

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	, 664ᵃ	, 441	, 424	4,477

a. Predictors: (Constant), MOTIVASI_BELAJAR, KINERJA_GURU
b. Dependent Variable: HASIL_BELAJAR
Processed data sources (October, 2020)

Table 6 above is the result of multiple regression analysis. In column R, it can be seen that the value is 0.664, which means that 66.4% of the teacher performance and learning motivation variables with learning outcomes are included in the category of a very close relationship. In the R Square column, it is 0.441, which means that teacher performance and learning motivation have a 44.1% effect on science learning outcomes for grade VII at SMP Negeri 2 Cengal. The influence is included in the influential category.

3.4 Discussion

This type of research conducted by researchers is quantitative descriptive research. Quantitative descriptive research is a form of research that uses numbers as a basis for making research conclusions. The use of descriptive terms because the results obtained must of course be described in order to be understood by the reader.

To obtain research data, data collection techniques are used that are suitable and in accordance with the type of research and the information required in this study. One of the techniques used to obtain research data is a questionnaire. In addition, documentation techniques are also used. Data collection techniques were used as needed in this study. The questionnaire was used to obtain information about teacher performance and learning motivation at SMP Negeri 2 Cengal. Documentation is used to obtain data that has been recorded in archives or reports at the research location as well as student learning outcomes. The use of literature study is intended to strengthen theory and add reading material in the context of conducting research and reporting. The use of literature study is an important one because relevant studies from scientific journals are part of literature study.

The results of this study indicate that each independent variable has a close relationship and a positive influence on the dependent variable. The magnitude of the relationship and influence between these variables is indeed different, but the substance states that Teacher Performance and Learning Motivation have a positive and significant impact on the learning outcomes of Class VII Science at SMP Negeri 2 Cengal.

When viewed through partial testing, it is clear that the magnitude of the relationship between Teacher Performance with learning outcomes is 58.5%, and is included in the strong relationship category. The magnitude of the influence of the Teacher Performance variable on learning outcomes is 34.3% which means it has an influence. This illustrates that teacher performance can have an impact on students to obtain optimal learning outcomes. This is of course an important note for every teacher, that it is very important for a teacher to continue to optimize learning. Because, from the results of this study alone, it has been seen how big the impact of teacher performance is in supporting students to get good learning outcomes.

Likewise, the magnitude of the relationship between learning motivation and learning outcomes is 63.1%. The magnitude of the relationship, belongs to the close category. The magnitude of the influence of the Learning Motivation variable on learning outcomes is 37.6% which is included in the quite influential category. This is of course an important note for every educator to always monitor student interactions so that good motivation will be obtained by students from various sources closest to these students, especially in the learning environment, because it is clear that Learning Motivation plays an important role in students getting maximum learning outcomes.

When tested simultaneously or together, it is found that teacher performance and learning motivation together have a relationship of 66.4% with student learning outcomes. This shows that the two independent variables have a close relationship with the dependent variable. The Teacher Performance and Learning Motivation had an effect of 44.1% on the Science

learning outcomes of Class VII at SMP Negeri 2 Cengal. This influence is included in the high category. So, it is necessary to remember that each element has an impact on the achievement of learning outcomes in Science Class VII at SMP Negeri 2 Cengal.

The results of the research conducted provide reinforcement for several previous studies. As was done by [6], that the influence of learning motivation with student learning motivation can affect learning outcomes, as well as learning behavior that also affects learning achievement. Through this research, it is emphasized that not only learning motivation and learning behavior are influenced by learning outcomes but more specifically also have an impact on student learning outcomes. [7]

Other research by Muhammad In several previous studies, examined the variables currently being studied as independent variables. It's just that, the substance of the research certainly has implications for learning outcomes or learning outcomes. [8]

The same thing is also confirmed by this study, namely the research of Erisa, Rustiyarso&Purwaningsih. That this research also confirms that it is true that teacher performance can have an impact on student learning outcomes as well as the results of previous research. [9]

The results of this study are also reinforced by Slameto's opinion which states that the factors that influence learning outcomes can come from within and from outside, internal factors such as learning motivation and external factors such as teacher performance. [8] Teacher performance is measured in learning activities during class which are assessed by students including opening lessons, when explaining subject matter, teacher's ability to master teaching materials, mastering learning methods, teacher skills in using media, questioning skills to students, teacher behavior during learning, assessment of learning by the teacher and when the teacher closes the lesson. Meanwhile, learning motivation is measured into intrinsic motivation and extrinsic motivation, motivation that comes from within the students themselves and the motivation provided by the teacher. The results showed that there was a significant influence on teacher performance and learning motivation together on learning outcomes.

As a scientific study, the research results have been endeavored by researchers to follow good research procedures sequentially. From the writing side, an analysis has been carried out in accordance with the provisions of the scientific principles of a work. However, the researchers realized that in this study there are weaknesses and shortcomings, this is because there are factors that influence it. Some of these factors include limitations in the time for conducting research, limited funds for conducting research and the limited ability of researchers in conducting research. Nevertheless, scientific principles and other matters related to research procedures have been carried out correctly by researchers. It would be better if the results of this study become reference materials for conducting further similar research.

4. CONCLUSION

As the results obtained in this study, there are several things that can be concluded. The conclusions from the implementation of this research are:

1. There is a positive and significant effect of teacher performance on the learning outcomes of Class VII science at SMP Negeri 2 Cengal.
2. There is a positive and significant influence of Learning Motivation on the learning outcomes of Class VII Science in SMP Negeri 2 Cengal.
3. There is a positive and significant influence on Teacher Performance and Learning Motivation together on the learning outcomes of Class VII Science at SMP Negeri 2 Cengal.

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